

# THE EFFECT OF ENTREPRENEURSHIP STUDY INTEREST ON THE INTEREST OF STUDENTS IN PRIVATE VOCATIONAL SCHOOL OF PUSRI PALEMBANG ACADEMIC YEAR 2020/2021

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## ABSTRACT

**Purpose:** The research objective was to determine the effect of entrepreneurship subjects on students' interest in becoming entrepreneurs at SMA PUSRI Palembang for the academic year 2020/2021.

**Design/methodology/approach:** This research uses quantitative methods; data collection techniques used documentation, interviews and questionnaires / questionnaires. The total population of the study was all class XI SMA PUSRI, amounting to 120. Sampling using is simple random sampling as many as 91 students.

**Findings:** Based on the results of the discussion of the influence of entrepreneurship subjects on students' interest in becoming entrepreneurs, it was obtained that the average learning outcome was 78.1% of entrepreneurial subjects with good criteria. Meanwhile, students' interest in becoming entrepreneurs is included in the quite interested category. The indicators of interest in entrepreneurship that are measured include; The percentage of self-confidence indicators is 65%, the task and result orientation indicators are 63%, the risk-taking indicators are 70%, the leadership indicators are 64%, the future-oriented indicators are 62%, the creative and constructive thinking indicators are 64% and the attitude indicators honest and responsibility of 73%. The conclusion from the results of data analysis, there is an influence of entrepreneurship subjects on students' interest in becoming entrepreneurs at PUSRI Palembang High School for the 2020/2021 academic year.

**Research limitations/implications:** This research is conducted at SMA PUSRI Palembang where they are still relatively young and may not think about work.

**Practical implications:** Result of this research can be used as reference in increasing student interest in becoming entrepreneurship.

**Originality/value:** This research is conducted at SMA PUSRI Palembang at the early 2020/2021 academic year.

**Paper type:** Research paper.

**Keyword:** *Entrepreneurship Subject, Student Interest in Becoming Entrepreneurs*

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## I. INTRODUCTION

In the era of globalization which is increasingly real and complex in various parts of the world, it shows the demand to have the ability to develop the potential within so that they can create ideas and channel the talents of the community itself. In various worlds, many people are successful by becoming entrepreneurs. Some of them even become entrepreneurs and also work in companies. Because being an entrepreneur does not have to focus on just one point, namely being an entrepreneur. In line with developments and challenges

such as the economic crisis, an understanding of entrepreneurship through formal education and training at all levels of entrepreneurial society has developed. So the existence of entrepreneurship subjects in senior high schools (SMA) can help open the insights of students to try to become entrepreneurs. To become an entrepreneur, of course one must first know the knowledge of entrepreneurship and entrepreneurship.

Entrepreneurship is an attempt by educational institutions to impart knowledge about entrepreneurship, values, the spirit of entrepreneurship, and the attitude of being an entrepreneur to students. This aims to be able to create student interest in becoming entrepreneurs. An entrepreneur is a person who sees an opportunity and then creates a new business to take advantage of these opportunities. Someone who already has knowledge about entrepreneurship will definitely not waste an opportunity, an entrepreneur will break the existing economic system by introducing new goods and services.

Kasmir (2014) stated entrepreneurs are people who have the courage to take risks to open a business on various occasions. Having the courage to take risks means being mentally independent and having the courage to start a business, without being overwhelmed by fear or anxiety even in uncertain conditions.

Based on preliminary observations at SMA PUSRI Palembang, class XI. The researcher conducted an initial interview with Hanafi Yumai Saputra S.Pd as an entrepreneurship subject teacher who taught in class XI with a total of 120 students taught. Entrepreneurship subjects have been obtained from each semester both odd and even semesters in the realm of theory / concept of entrepreneurship learning class XI at SMA PUSRI Palembang is sufficient but has a low sign that the practice is still relatively lacking. Due to the state of Indonesia being hit by the Covid 19 outbreak or the corona virus, all schools learn independently at home and learn online so that research is carried out independently.

Based on the explanation from the subject teacher, he always provides entrepreneurship teaching material then continues with direct practice, for example on material about the use of used goods, the teacher invites students to make handicrafts with used items or household waste, students are directed to make handicrafts in the form of bags made of plastic waste. Furthermore, the students' work will be displayed and sold at the end of each semester during class meetings or when there are events held at school. However, there are some students who are not serious in the practice of entrepreneurship because students' interest in becoming entrepreneurs is still low or insufficient, because student participation is still low or lacking.

## **A. Literature review**

Entrepreneurship is a combination of creativity, innovation and courage to face risks that are done by working hard to form and maintain new businesses. According to Odio, Sagas, & Kerwin (2014) Entrepreneurship can be defined as a creative and innovative ability that is used as tips, bases, resources, processes and struggles to create added value for goods and services carried out with the courage to face risks, which are lived and carried out. In line with Lestari & Hayati's opinion, Toyib, Martono, & Sawiji (2015) also stated that entrepreneurship is the application of creativity and innovation to solve problems and efforts to take advantage of opportunities faced every day. Mauludiana, Supriatna, & Sojanah (2020) states that the Entrepreneurship Subject is an activity where there is a teacher who teaches how to create opportunities through innovation to meet their needs. Meanwhile, according to Mauludiana, Supriatna, & Sojanah (2020) Entrepreneurship is a curricular activity to develop competencies that are tailored to students' abilities for their skills.

From some of the opinions above, Pratiwi, Kurniawan, & Lestari (2019) also stated that Interest in being an entrepreneur is defined as one's desire to work independently (self-employed) or run his own business. And according to Nurikasari (2016) interest in entrepreneurship is a psychological symptom of focusing attention and doing something about the entrepreneur with a happy feeling because it brings benefits to him. Meanwhile, Rahmadi & Heryanto (2016), also states that entrepreneurial interest is the tendency of the heart in the subject to be interested in creating a business which then organizes, manages, takes risks and develops the business he creates. The indicators used as benchmarks for researchers to measure students' interest in becoming entrepreneurs according to Anggraeni & Harnanik (2015) state that indicators of entrepreneurial interest include: 1. Self-confidence, 2. Task and result oriented, 3. Risk taking, 4. Leadership, 5. Originality, 6. Oriented to the future 7. creative and constructive thinking.

## **B. Hypothesis**

There is an influence of entrepreneurship subjects on students' interest in becoming entrepreneurial class XI students at SMA PUSRI Palembang.

## II. METHODOLOGY

Variable is an attribute, nature or value of a person, object or activity that has certain variations that have been determined by researchers to study and then draw conclusions (Sugiyono, 2018). In this study, there are two variables, namely as follows:

Variable X (independent variable): entrepreneurship subjects

Variable Y (dependent variable): students' interest in becoming entrepreneurs

This study uses a quantitative descriptive approach with a population of 120 and a sample size of 92 students obtained from calculations using the taro yaname formula. Collecting data using documentation, interviews, and questionnaires, these three techniques are used to collect information related to research on the influence of entrepreneurial subjects on students' interest in becoming entrepreneurs. Data analysis techniques in this quantitative research use questionnaire data analysis, prerequisite tests, and hypothesis testing which are carried out after obtaining data within a certain period of time.

## III. RESULTS AND DISCUSSION

### A. Learning outcomes of entrepreneurial subjects

The learning outcomes of entrepreneurship subjects are good, it can be said to be good because in the good category 48 students got good grades while the sufficient level amounted to 44 students who got enough grades, it can be seen from the following table:

Table 1. Frequency Distribution of Entrepreneurship Subjects learning outcomes

Value criteria	Category	F
100 – 90	Very good	
78 – 89	Good	48
65 – 77	Enough	44
< 64	Not good	
amount		92

Based on the results of the above calculations, it can be concluded that the results of the percentage of student learning outcomes in entrepreneurship subjects are good, can be considered good because the percentage level is 52.2%. While at the percentage level it was 47.8%. To explain a clear picture of the learning outcomes of entrepreneurship subjects in accordance with these criteria, it can be seen in the graph as follows:

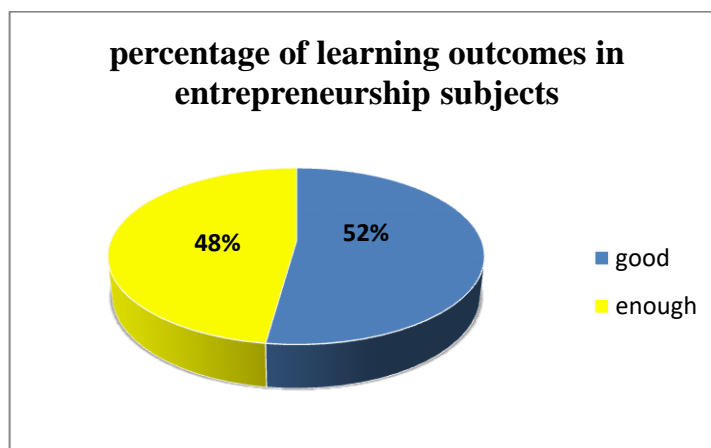


Figure 1. percentage of entrepreneurship subjects

## B. Students' interest in becoming entrepreneurs

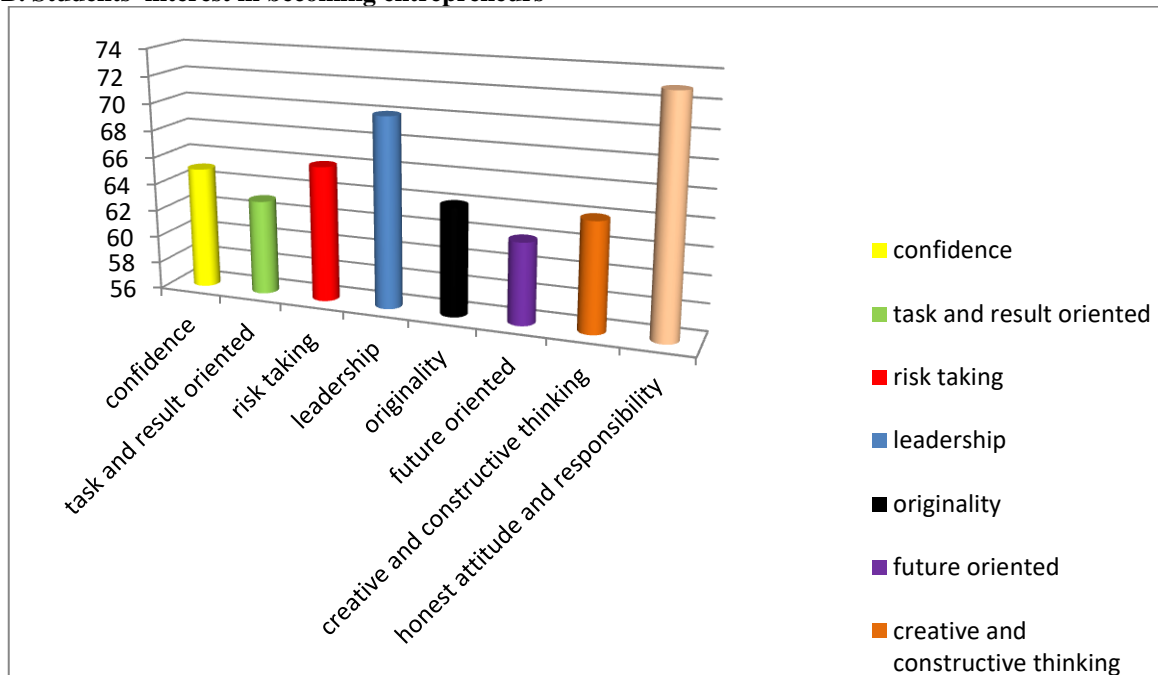


Figure 2. The results of the questionnaire for each indicator of student interest in becoming entrepreneurs

Based on the graphical description of the calculation results above, it can be concluded that the percentage of the level of interest of students in becoming entrepreneurs can be categorized as being quite interested by 66%, with several indicators of student interest in entrepreneurship, namely self-confidence, a large percentage of 65%, task orientation and results of 63%, risk taking, 70%, leadership 64%, future oriented 62%, creative and constructive thinking 64% and honest attitude and responsibility 73%.

## C. The influence of entrepreneurship subjects on students' interest in becoming entrepreneurs

### 1. Hypothesis Testing

#### a. Simple regression analysis

Calculate the number of b and with the formula below:

$$b = \frac{n \sum XY - (\sum X)(\sum Y)}{n \sum X^2 - (\sum X)^2} \quad (\text{Riduwan, 2018})$$

$$b = \frac{92 \cdot 648221 - (7192)(8269)}{92 \cdot 563918 - (7192)^2} = 1,06$$

$$a = \frac{\sum Y - b \sum X}{n} = \frac{8269 - (1,06) \cdot 7192}{92} = 6,636$$

Make a simple linear regression equation model with the formula:

$$\hat{Y} = a + bX = \hat{Y} = 6,636 + 1,06X$$

#### b. Pearson correlation analysis

Using the product moment formula:

$$r = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}} \quad (\text{Riduwan, 2018})$$

$$r = \frac{92 \cdot 648221 - (7192)(8269)}{\sqrt{\{92 \cdot 563918 - (7192)^2\} \{92 \cdot 563918 - (8269)^2\}}} = 0,27$$

Based on the results of the above calculations it can be concluded that the Pearson correlation analysis is known for the level of relationship between the two variables of 0.27 or it can be said that the level of the relationship is low. This means that the X variable, namely entrepreneurship subjects, has a low relationship with the Y variable, namely the student's interest in becoming entrepreneurs.

c. Simultaneous testing (t test)

H<sub>a</sub> = there is an influence of entrepreneurship subjects on students' interest in becoming entrepreneurs at SMA PUSRI Palembang

H<sub>o</sub> = there is no influence of entrepreneurship subjects on students' interest in becoming entrepreneurs at SMA PUSRI Palembang

The formula used in testing simulations is:

$$t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{0,27\sqrt{92-2}}{\sqrt{1-0,27^2}} = 9,48 \quad (\text{Riduwan, 2018})$$

From the above calculations  $t_{count} = 9,48 > t_{tabel} = 1,9$  means H<sub>o</sub> and accept H<sub>a</sub>, it can be concluded that the research hypothesis is accepted which means that there is an effect of entrepreneurial subjects on students' interest in becoming entrepreneurs at SMA PUSRI Palembang.

#### D. Discussion

From the results of the analysis that has been carried out, the results show that the variable X, namely the entrepreneurship subject for the research sample, is in the good category because 48 students get good grades with the percentage of 52.2%, the value obtained from student learning outcomes or even semester report cards. . From the entrepreneurship subject variables, it can be seen that entrepreneurship subjects affect students' interest in becoming entrepreneurs

Based on teacher interviews, there are 5 media subjects used when teaching, namely students and teachers using whatshap group for learning, the teacher makes learning videos and shares them via social media or youtube then the video is sent to the whatshap group class, students do exercises using the qualitiva application attend using google form, and students learn face-to-face online using the zoom meeting application.

Practical activities carried out while studying: making one of the waste crafts such as a doormat with splash cloth. Barriers that are felt when teaching: students are often late in participating in learning activities due to lack of quotas, waking up for a long time and so on, and disruption when teaching online due to unsupportive signals.

Whereas for the Y variable, namely the students' interest in becoming entrepreneurs, the percentage was quite interested, the percentage was 67.6%, and some samples showed 23.6% interest, while the less interested category was 8.8%. It can be concluded that entrepreneurship subjects affect students' interest in becoming entrepreneurs and are influenced by other factors outside of entrepreneurship subjects.

Based on the calculation results of the simple regression equation, it is found that  $\bar{Y} = 6,636 + 1,06X$ . This equation is in accordance with the simple linear regression formula, namely  $Y = a + bX$  where Y is the symbol of the dependent variable, a constant, b the regression coefficient for the independent variable (X). So it can be concluded that the constant value is 6.636, meaning that if the entrepreneurship subject (X) is 0, then the student's interest in becoming entrepreneurial is negative (Y), which is 6.636. The regression coefficient of the student interest in entrepreneurship variable is 1.06, meaning that if the entrepreneurship subject increases by 1, then the student's interest in becoming an entrepreneur (Y) will increase by 1.06. The coefficient is positive, so there is a positive relationship between the two variables in entrepreneurship subjects (X) and students 'interest in becoming entrepreneurs (Y), the higher the level of value in entrepreneurship subjects, the more students' interest in becoming entrepreneurs.

Based on the results of the calculation of the Pearson correlation test using the product moment formula, the result is 0.27, which means that there is a relationship between the X variable in entrepreneurial subjects and the Y variable, the students' interest in becoming entrepreneurs has a low level of relationship, it is said to be low because there is no practice directly selling products -products made by students to the surrounding community, students only conduct bazaars within the school environment and students only practice each chapter in learning but the practice of selling products has never been done so that students are less interested in entrepreneurship, because to generate student interest in becoming entrepreneurs is not only by learning entrepreneurship subjects or the practice of making a work students must be deployed directly to face customers or buyers directly.

Based on the calculation of the results of the data analysis research, the value of  $t_{count} > t_{table}$  is  $9.48 \geq 1.98$  which means that H<sub>o</sub> is rejected and H<sub>a</sub> is accepted so there is a significant influence between variable X, namely entrepreneurship subjects with variable Y, is the student's interest in becoming an entrepreneur in class XI at SMA PUSRI. Palembang, meaning that the hypothesis is accepted.

Because the  $t_{count}$  value is positive, the level of entrepreneurship subjects has a positive and significant effect on students' interest in becoming entrepreneurs, which means, in this case, the greater the learning outcomes of entrepreneurial subjects, the higher the influence of student interest in becoming entrepreneurs.

#### IV. CONCLUSION

Based on the results of research and discussion, it can be concluded that:

- 1) Based on the results of research and discussion, it can be concluded that: Entrepreneurship subjects are included in the "good" criteria where 52.2% of the entire sample have an average learning outcome of 78.1.
- 2) Students' Interest in Entrepreneurship is included in the quite interested category. The indicators of interest in entrepreneurship that are measured include; The percentage of self-confidence indicators is 65%, the task and outcome orientation indicators are 63%, the risk-taking indicators are 70%, the leadership indicators are 64%, the future-oriented indicators are 62%, the creative and constructive thinking indicators are 64% and the attitude indicators honest and responsibility of 73%.
- 3) There is an effect of entrepreneurship on students' interest in becoming entrepreneurial class XI at SMA PUSRI Palembang, with a  $t_{\text{count}}$  of 9.48 >  $t_{\text{table}}$  1.98 and the level of relationship between the two variables is 0.27 or in the low relationship category.

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